

Unit Plan: The State of IL

Grade: 3/4

Subject: Social Studies

Thematic Concept: Systems	Universal EQ: Why do systems function and/or dysfunction?	
Supporting Concept: Pillars of Social Sciences (History, Geography, Economics, Politics, Civics)	Content-Based EQ: <ul style="list-style-type: none"> • How do governmental, geographical, and/or economic systems function and interact within Illinois’s past and present? 	
Generalizations: Systems are composed of parts that have functions. Systems may be influenced by other systems. Systems can function and dysfunction.		
<p>Standard(s):</p> <p>3rd</p> <p>SS.CV.4.3. Describe how people have tried to improve their communities over time.</p> <p>SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>SS.H.2.3. Describe how significant people, events, and developments have shaped their own community and region</p> <p>4th</p> <p>SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels.</p> <p>SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.</p> <p>SS.H.1.4. Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.</p> <p>SS.H.2.4. Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.</p> <p>SS.H.3.4. Explain probable causes and effects of events and developments in Illinois history</p> <p>3-5 Inquiry</p> <p>SS.IS.7.3-5. Identify a range of local problems and some ways in which people are trying to address these problems.</p>		
Unit Outcomes: The emphasis of this unit is to recognize the function and interactions of systems on the state of Illinois past and present.		
Unit Description: Students will gain knowledge and understanding of the concept of systems by investigating the past and present government, geography, and economics of Illinois. (The unit is sequenced from pre-statehood to 1900 and from 1900 to modern times.)		
<p>Conceptual Knowledge</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • how systems function and interact • 	<p>Procedural Knowledge (21st Century Skills)</p> <p>Students will be able to do:</p> <ul style="list-style-type: none"> • generate principles about rural, suburban, and/or urban systems’ impacts on the state past and present 	<p>Factual Knowledge</p> <p>Students will know:</p> <ul style="list-style-type: none"> - imports/exports of IL (economics) - where urban, suburban, rural locations are on a map

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	<ul style="list-style-type: none"> ● Construct an argument of either an historical or current event that demonstrates how systems functions or dysfunction ● Analyze (generate principles) the governmental, economic and geographical systems' impact on the state's past and present ● Graphic notation ● Analyze literature <ul style="list-style-type: none"> ○ Discuss ○ Story Map ○ Integrate content ○ Develop perspective ○ Accountable Talk ● Questioning Strategies <ul style="list-style-type: none"> ○ I wonder... ○ Four Questions ○ Lucy Calkins 	
<p>Conceptual Formative Assessments:</p> <ul style="list-style-type: none"> ● Weekly Reflection 	<p>Procedural Formative Assessments:</p> <ul style="list-style-type: none"> ● Construct an argument ● Defend an argument ● 4 Types of Questions - graphic organizer from Richard p.83 red book 	<p>Factual Formative Assessments:</p> <ul style="list-style-type: none"> ● Vocabulary ● Geography Labeling ● Sort/define branches of government
<p>Conceptual Summative Assessments:</p>	<p>Procedural Summative Assessments:</p>	<p>Factual Summative Assessments:</p>

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<ul style="list-style-type: none"> • How do we attract new IL citizens? 	<ul style="list-style-type: none"> • ISP • Students will take a historical or current event within the state of IL and construct an argument as to how governmental, geographical, and/or economic systems interact or dysfunction 	<ul style="list-style-type: none"> • ISP
<p>Affective Self-Regulatory Strategies:</p> <ul style="list-style-type: none"> • Building confidence through collaboration 	<p>Behavioral Self-Regulatory Strategies:</p> <ul style="list-style-type: none"> • Research strategies 	<p>Cognitive Self-Regulatory Strategies:</p> <ul style="list-style-type: none"> • Reflection
<p>Resources/Materials: <i>Fair Weather</i> novel by Richard Peck (Most books written by Richard Peck are set in Illinois) Project Mulberry by Linda Sue Park Far From Normal by Kate Klise Hold Fast by Blue Balliet Sing Down the Moon by Scott O’Dell The Sign of the Beaver by Elizabeth George Speare The Sixty-Eight Rooms by Marianne Malone</p>		

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Timeline of IL History

Time Period	Economics	Geography	Government	Religion/Culture
900-1500 Mississippian Culture	Mainly farmers - the 3 “sisters”: corn, squash, beans	mounds The largest city was Cahokia ,	Mounds, held ceremonies with priests on mounds Chief & Chiefdoms Visit Cahokia Mounds: https://www.enjoyillinois.com/travel-illinois/cahokia-mounds/ Mississippian Culture Government	built mounds for temples, houses and burials, sun worshipers, skilled potters and artists Mississippian Culture - Britannica Mississippian Religion
1673-1763 French explorers - end of French/Indian War <ul style="list-style-type: none"> French explorers Jacques Marquette and Louis Jolliet descend the Mississippi to the Arkansas River and return to Wisconsin via the Illinois River—the first Europeans to reach the Illinois country. 	Cahokia was a fur-trading post established in 1699. Several trading posts set up (Fort Chicago, Fort St. Louis, and several set up near the Peoria Village) Jean Baptiste Point du Sable (1745?-1818) establishes a trading post at present Chicago.	French explorers canoed down the Mississippi, the western boundary of what is now Illinois and then northward on the Illinois River Kaskaskia Village (upper Illinois River)	<ul style="list-style-type: none"> 1763 French and Indian (Seven Years’) War ends; Illinois country is ceded to Britain by the Treaty of Paris. 	French sought to “civilize” the natives by converting them to Christianity

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<ul style="list-style-type: none"> • 	<p>Interactions between French & Natives https://www.lib.niu.edu/2004/iht1110429.html</p>			
<p>1769-1818</p>	<p>1811 First Coal Mine in Jackson County</p> <p>1816 First Illinois Bank in Shawneetown</p>	<p>(1787) Illinois became part of Northwest Territory</p> <p>1800 - Illinois included in Indiana Territory</p> <p>1804 - Lewis & Clark expedition started near Wood River</p> <p>1809 - Congress created Illinois Territory</p>	<ul style="list-style-type: none"> • 1818 IL becomes the 21st state with Kaskaskia the capital and Shadrach Bond (1773-1832) the first governor. • Becoming a state: https://thesouthern.com/progress/section3/becoming-a-state-illinois-becomes-the-st-on-the-dec/article_c67c6dd0-f40c-11e0-ba73-001cc4c03286.html <p>Illinois Supreme Court lessons about Government http://www.illinoiscourts.gov/kids/default.asp</p>	
<p>1818-1893 The World's Columbian Exposition of 1893 in Chicago</p>		<p>1874- Map of Farm in IL https://publications.newberry.org/k12maps/module_16/index.html</p>		<p>Map and Music of the World's Fair http://digitalchicagohistory.org/exhibits/show/worlds-fair-music/fair-music-introduction</p>

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Native Americans in IL - http://www.museum.state.il.us/muslink/nat_amer/index.html

Illinois State Museum Online Resources - <http://www.illinoisstatemuseum.org/content/online-resources>

Illinois History Vignettes and Lesson Plans - <https://history.illinoisstate.edu/education/illinois/>

Illinois: 200 Years in the Making - <https://www.isbe.net/Pages/Bicentennial-Timeline.aspx>

Digital Research Library of Illinois History - <http://livinghistoryofillinois.com/>

Timeline of Illinois History - <https://www2.illinois.gov/dnrhistoric/Research/Pages/Timeline.aspx>

Wild Illinois Lesson Plans - <http://wildillinois.org/lessons.htm>

At Home in the Heartland - Visit different time periods to explore life in Illinois <http://exhibits.museum.state.il.us/exhibits/athome/>

Primary Sources and Analysis Tools - https://www.eiu.edu/eiutps/illinois_ps.php

Chicago History Museum Educator Resources - <https://www.chicagohistory.org/educators/?cat=classroom-resources>

Illinois Periodicals Online <https://www.lib.niu.edu/index.html>

Explorer's and Traders <https://illinois.pbslearningmedia.org/resource/north-americas-great-waters/lesson-plan/>

One page reading passage - http://teacher.depaul.edu/Nonfiction_Readings_ALL_GRADES.htm

Illinois State Library Digital Archives <http://www.idaillinois.org/digital/collection/ccpl/search/>

<http://www.idaillinois.org/digital/>

Culminating Performance Task

How has IL history influenced the present? Why do we need to share this knowledge? Who needs to learn about it?

Topic Ideas

Hull House

Chicago Fire